DOCUMENT RESUME

ED 448 988 RC 022 795

AUTHOR	Tuthill, Shirley J., Comp.
TITLE	Innovative Approaches in Rural Education. Rural Information Center Publication Series, No. 72.
INSTITUTION	Rural Information Center (USDA), Beltsville, MD.
REPORT NO	RICPS-72
ISSN	ISSN-1056-9685
PUB DATE	2000-08-00
NOTE	41p.; For related documents in this series, see ED 414 121 and ED 361 151.
AVAILABLE FROM	For full text: http://www.nal.usda.gov/ric/ricpubs/educate.html.
PUB TYPE	Reference Materials - Bibliographies (131) -- Reference Materials - Directories/Catalogs (132)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; Computer Uses in Education; Distance Education; *Educational Practices; *Educational Strategies; Elementary Secondary Education; Financial Support; Internet; *Organizations (Groups); Partnerships in Education; Periodicals; Professional Development; *Rural Education; Rural Schools; Special Needs Students; Teaching Methods

ABSTRACT

This publication contains an annotated bibliography and information on journals, organizations, and resources related to new approaches in rural education. The annotated bibliography describes 97 journal articles, ERIC digests, research reports, programs descriptions and evaluations, government reports, conference papers, and grant guides. Most entries were published 1997-2000. Categories are: general; curriculum design, teaching methods, and teacher training; distance education; funding for rural education (including grant guides and funding sources); partnerships in schools; special needs (cultural diversity, at-risk students, special education); and technology. Contact information is given for 27 educational journals, as well as equity assistance centers, regional educational laboratories, regional technology in education consortia, and other organizations and resources relevant to rural education. (SV)

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Innovative Approaches in Rural Education

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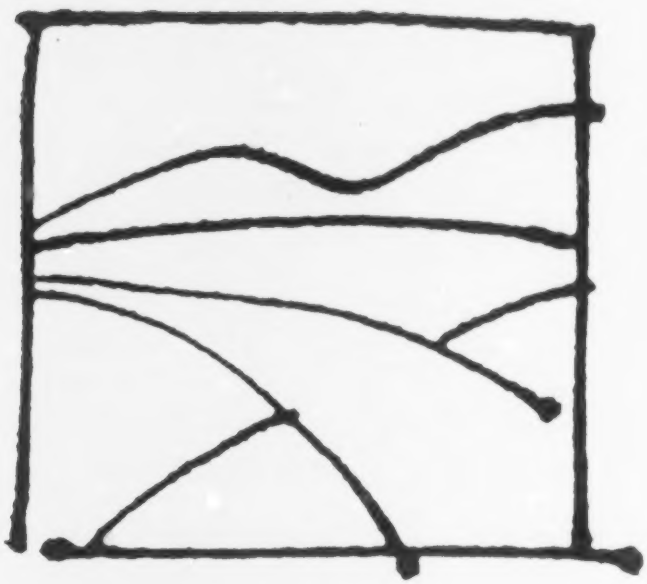

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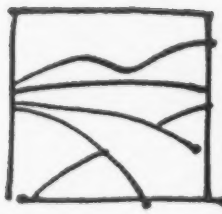
Innovative Approaches in Rural Education

Compiled by Shirley J. Tuthill
Rural Information Center

Rural Information Center Publications Series, No. 72
Revised Edition



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RC 0227795

National Agricultural Library Cataloging Record:

Tuthill, Shirley J.
Innovative approaches in rural education.
(Rural Information Center publication series ; no. 72)
1. Education, Rural—United States—Bibliography.
2. Education, Rural—United States—Directories.
3. Education, Rural—Economic aspects—United States—Bibliography.
4. Rural schools—United States—Finance—Bibliography.
I. Rural Information Center (U.S.) II. Title.
aHN49.C6R873 no.72

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Innovative Approaches in Rural Education

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INTRODUCTION

Rural areas of the United States are uniquely characterized yet each one is affected in some measure by our country's continued economic and demographic restructuring. As telecommunications advance at a rapid pace, our rural public school systems must take advantage of new and exciting teaching methodologies and tools which are used as supplements to teacher supply, fostering motivation, and curriculum development. Several of these current techniques include distance learning, experiential education, and computer networking. These "links" with outside resources hold the key to a student's academic success and future livelihood.

Rural areas must be kept well informed as technological innovations continue to evolve. It is the intent of this publication to provide access to the current literature discussing innovations in teaching methods so that teachers and parents can increase student success. This resource was designed to reach those who work with minorities, youth-at-risk, gifted, and emotionally and physically handicapped. Other important information in this resource focuses on giving rural students the same opportunities as urban students, and provide a broader scope of resources to increase teaching effectiveness.

The format of this publication is broken down into user-friendly divisions such as funding assistance, curriculum design, technological advances, periodicals, multimedia, books, articles, and cooperative teaching.

Consult your local libraries to locate materials listed in this publication. The National Agricultural Library (NAL) call numbers are provided for the items owned by NAL. Refer to the "Document Delivery Services to Individuals" lending policy within this publication for information on obtaining those documents with the NAL call numbers that are unavailable through local libraries. This publication is also available through the World Wide Web at the Rural Information Center's web site or URL: http://www.nal.usda.gov/ric/ricpubs/educate.html.

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GENERAL

1
Attracting and Retaining Teachers in Rural Areas. Timothy Collins. ERIC DIGEST, Digest EDO-RC-99-7. Charleston, WV: ERIC/CRESS, Appalachia Educational Laboratory, December 1999. 5 p.

Strategies are suggested for attracting and keeping quality teachers in rural areas; especially needed are teachers in math, science, and special education. Both school and community resources can be utilized to attract new teachers as well as local youth as teachers in their home communities. The advantages of teaching in a rural community need to be publicized.

2
Career Guidance Programs in Rural Schools: Framework for the Future. William P. McFarland. Macomb, IL: Illinois Institute for Rural Affairs, 1999.

The author stresses the need for effective career development practices and curricula, especially important in rural areas, for elementary through high school levels. The Guidance Counselor who is responsible for establishing career counseling, needs to have the support and cooperation of faculty, administrators, parents, community organizations, and businesses; and an established committee composed of the above components should be able to carry on the career guidance program during any transition period.

3
"The Challenge Ahead for Rural Schools." Robert Gibbs. *Forum for Applied Research and Public Policy*, Vol. 15(1), Spring 2000. pp. 82-87.

Discusses the challenge that lies ahead for rural schools. He sees the challenge as preserving its competitive advantage, namely small scale and close community ties, as it prepares its students for the higher skill jobs that are coming to rural America.

4
Charter Schools. Margaret Hadderman. ERIC DIGEST, Digest EDO-EA-98-02. Charleston, WV: ERIC/CRESS, Appalachia Educational Laboratory, 1998. 5 p

The U.S. charter-school movement has produced about 800 schools in 29 states and the District of Columbia in seven years, enrolling over 100,000 children. Rooted in the educational reforms of the 1980s and 1990s, state mandates to improve instruction, and private-public-choice initiatives, most new charters are plagued by resource and startup funding limitations. Nevertheless, the charter idea has helped stimulate improvement in the broader education system.

5
Charter Schools: An Approach for Rural Education? Timothy Collins. ERIC DIGEST, ED425896. Charleston, WV: ERIC/CRESS, Appalachia Educational Laboratory, January 1999. 6 p.

Outlines detailed information regarding charter schools and their benefits and disadvantages. Offers a preliminary analysis of its potential impact on rural communities.

6
"Educational Attainment, Economic Progress, and the Goals of Education in Rural Communities." Robert B. Pittman, Dixie McGinty, and Cindy I. Gerstl-Pepin. *Journal of Research in Rural Education*, Vol. 15(1), Spring 1999. pp. 19-30.

Addresses the nature of the relationship between educational achievement and economic progress, challenging the official assumption that investing in education will lead to economic increases, or even that it should. It is suggested that other important educational outcomes include the cultivation of freethinking citizens in a democracy and individuals who can foster local community development. In fact, there is statistical support for the theory that economic progress leads to educational attainment, not the other way around. And there is the larger question of whether economic progress is a worthy or reasonable object of improved educational attainment in rural areas.

7
Improving Rural School Facilities for Teaching and Learning. Sarah Dewees. ERIC DIGEST, EDO-RC-99-8. Charleston, WV: ERIC/CRESS, Appalachia Educational Laboratory, December 1999. 5 p.

Presents the difficulties that rural schools encounter trying to update their facilities. Offers information on the Qualified Zone Academy Bonds that help make renovation more affordable.

8
Making a Difference? Charter Schools, Evaluation and Student Performance. Stella Cheung, Mary Ellen Murphy, and Joe Nathan. Charleston, WV: Appalachia Educational Lab, 1998. 30 p. ERIC Doc. No.: ED419296.

This report offers an evaluation of the effectiveness of charter school, drawing on data gathered from 31 charter schools in 8 states. The conclusion is that charter schools can improve achievement of both inner city and rural students.

9
The National Education Goals Report: Building a Nation of Learners. Washington, DC: The National Education Goals Panel, 1999. 88 p.

The tenth in a series of annual reports measures progress toward the National Education Goals through the year 2000. This 1999 progress report makes it clear that the nation will not meet the eight goals, but many states are making steady improvements. The report offers an analysis of all 34 state indicators, and provides information on states that are top performers and those that are most improved. The full report is available online at http://www.negp.gov.

10
Place Value: An Educator's Guide to Literature on Rural Lifeways, Environments, and Purposes of Education. Toni Haas and Paul Nachtigal. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools, 1998. 72 p.

The authors, former rural teachers and administrators, review nonfictional and fictional literature that emphasizes the connection rural people have with each other and the landscape they share. They believe the good life can be lived in rural communities, and show how educators can help.

11
Rural Education and Training in the New Economy: the Myth of the Rural Skills Gap. Ames: Iowa State University Press, 1998. 182 p. NAL Call No.: LC5146.5.R88

Various authors counter the conventional wisdom that rural schools are inferior and rural communities face economic decline. Improved studies and data suggest that workforce quality and job quality are equally large obstacles to improved rural labor force well-being, and that rural America has become far more diverse than metropolitan America. This book provides new perspectives, new analyses, and reinforcement to rural leaders and localities when devising ways to fit into the new technology-based economy.

12
"School Choice." *The Progress of Education Reform 1999-2001*, Vol. 1, May 1999. 9 p.

First in a series of reports that examine policy issues in education, looking at the four major forms of school choice: charter schools, home schooling, open enrollment, and vouchers. The text observes that there is a ground swell of support of school choice. A list of resources including web sites is available.

13
Sociodemographic Changes: Promises and problems for Rural Education. Gary G. Huang. ERIC DIGEST. Digest EDO-RC-98-7. Charleston, WV: ERIC/CRESS, Appalachia Educational Laboratory, January 1999. 5 p.

Uses federal statistics to discuss the economic growth that has occurred in rural areas during the 1990's. Suggests that the communities should take advantage of this growth to focus on revitalizing their schools. Also explores the problems that face many communities that have not experienced much economic growth within the last decade.

14
Sustainable Small Schools; A Handbook for Rural Communities. Craig B. Howley and John M. Eckman, editors. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools, 1997. 164 p.

This book, a collaborative effort, is designed to help parents, community members, and educators to find resources, design school options, and take action to improve small rural schools. There are five chapters covering broad topics, plus an extended resource chapter on other readings, organizations, and people. Chapter 5 provides strategic tips for making change happen.

15
Transforming Schools Into Community Learning Centers. Steve Parson. Fairfax, VA: National Community Education Association, 1999. 180 p.

Demonstrates in practical ways how your school can (1) provide services to the entire community, and (2) develop community resources as part of the school's instructional program. Gives guidelines for implementation of various components taken from real experiences at real schools.

CURRICULUM DESIGN/TEACHING METHODS/TEACHER TRAINING

Advances are currently occurring in educational reform, especially regarding curriculum design. Educational reform is an important issue. As we move into the 21st century, new teaching methods are being sought. This may mean a complete restr cturing or redesign of the classroom environment. A large responsibility falls into the hands of educators, who must spend time developing their own skill levels to effectively teach our nation's students. Included in this list of curriculum development resources are those concerned with teacher training, an integral part of the reform.

1
"America's Future: Educating Teachers." *The Education Digest*, Vol. 64(9), May 1999. pp. 18-23.

This article explores existing teacher education programs at colleges. Assesses that most are underresourced and do not prepare new teachers well. Presents examples of new programs that work closely with local schools and those that expand their current curricula.

2
Career Guidance Programs in Rural Schools: Framework for the Future. William P. McFarland, Macomb, IL Illinois Institute for Rural Affairs, Western Illinois University, June 1999. NAL Call No.: LC1048.P47M34 1999.

Describes how counselors in rural schools have developed career guidance programs which serve the students in their schools, using many methods to collaborate and to communicate about the programs. Even so, counselors may have difficulty meeting the need to provide career education for all students in K-12 schools. The framework developed by the National Center for Research in Vocational Education (NCRVE) provides a model for program improvement.

3
"Children and Adolescents Exposed to Community Violence: a Mental Health Perspective For School Psychologists." James Mazza and Stacy Overstreet. *The School Psychology Review*, Vol 29(1), 2000. pp. 86-101.

Provides school psychologists with information regarding child and adolescent mental health problems which are related to community violence exposure. There is a need to understand the relationship between exposure to violence and youth mental health, a primary concern for many parents, teachers, and the general public.

4
"Curricular Programs To Curb Teen Pregnancy." *The Education Digest*, Vol. 64(7), March 1999. pp. 38-41.

Discusses the need for a comprehensive, long-term strategy to reduce teen pregnancy. This includes counseling, early intervention, sexuality education, youth development, and health services. Recommends that programs should provide accurate and basic information about the risks of sexual activity, advice on how to protect themselves, and communication skills. Presents current case examples of these programs.

5
"Designing a Learning Curriculum That Addresses a Young Person's Actual Learning Needs." Ron Dultz. *The Clearing House*, Vol. 73(1), September/October 1999. pp. 47-50.

A new term, learning profile, is described as an individual account of the student's learning needs and interests. The student or parent

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writes the profile and the instructor uses them to individualize the learning process. Sample questions for the learning profile are included.

6
Educational Computing: Learning with Tomorrow's Technologies. Cleborne D. Maddux, D. LaMont Johnson, and Jerry W. Willis. Boston, MA: Allyn and Bacon, 1997. 351 p.

This text focuses on integrating theory and practice of using computers in education, geared to both teachers and students. The topic of educational telecommunications is also covered.

7
"Endorsement of Family Issues in Curriculum Offerings of Teacher Training Programs Nationwide." Diane Knight and Donna E. Wadsworth. *Education*, Vol. 120(2), Winter 1999. pp. 315-25.

Examines through data collected from 101 teaching institutions, their practices regarding the inclusion of family issues courses. The need to train teachers in effective communication and collaboration with parents on planning received highest emphasis in parenting courses, but knowledge of family diversity and involvement of family in assessment and as members of the educational team received less support.

8
"The Foxfire Approach to Teaching and Learning: John Dewey, Experiential Learning, and the Core Practices." Bobby Ann Starnes. ERIC DIGEST, Digest EDO-RC-98-6. Charleston, WV: ERIC/CRESS, Appalachia Educational Laboratory, January 1999. 4 p.

Hundreds of teachers have helped develop and revise Foxfire's core practices over more than 30 years. Here, eleven core practices are described. These comprise the decision-making framework which allows teachers to weave fragmented pieces of classroom life into an integrated whole for a meaningful educational environment.

9
"High Standards For Whom?" Donald B. Gratz. *Phi Delta Kappa*, Vol. 81(9), May 2000. pp. 681-7

The author claims that most reforms in education follow a defeatist pattern and have little lasting impact on schools. The current reform initiative has to do with standards and accountability, but often this initiative is misused and abused for political gain. Standards need to be appropriate, tests need to be fair, and the implementation reasonable. He sees a negative outcome, given our high-stress world, where greater pressure on schools is creating greater pressure on children and families -- and of course teachers.

10
"Homeschooling: Creating Alternatives To Education." Patrick Farenga. *Bulletin of Science, Technology & Society*, Vol. 18(2), May 1998. pp. 27-33.

Claims that the home-schooling movement enables parents, teachers, and children to step outside the traditional concept of education and discover the possibilities of teaching and learning in nontraditional ways.

11
"Method Madness." Carol Innerst. *The Washington Monthly*, Vol. 31(5), May 1999. pp. 26-9.

The author suggests that current teachers do not have proper training in subject matter, and that their focus is on how to teach. Additionally, present students have lesser abilities and sometimes require remedial lessons in math, writing, and reading. The author proposes that institutions raise their level entry requirements and that students must receive more "practical experience."

12
Outdoor Education Directory: Organizations Involved in Outdoor Experiential Education. ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV: Appalachia Educational Laboratory, 2000. http://www.ael.org/eric/oed.htm.

This directory includes organizations, governmental agencies, publishers, and colleges and universities that are involved in outdoor or experiential education. It is an online directory which is constantly updated. Outdoor experiential education is defined as an educational instructional approach consisting of these four elements: 1) active involvement to solve outdoor problems; 2) verbal reflection after activity; 3) incorporating certain levels of stress to complete outdoor tasks; and 4) emphasis on group interaction.

13
A Practical Look at Comprehensive School Reform for Rural Schools. Topper Sherwood. ERIC DIGEST, Digest EDO-RC-98-2. Charleston, WV: ERIC/CRESS, Appalachia Educational Laboratory, January 1999. 5 p.

Congress approved $150 million to implement proven models and strategies for Comprehensive School Reform Demonstration (CSRD), in the fall of 1997. This Digest explains what CSRD might mean to rural schools and examines research about whole-school reform.

14
"Preparing General Educators to Serve Students With Learning Disabilities: Rural Classroom Applications." Wilfred D. Wienke and Kevin J. Miller. Paper presented at the Conference Coming Together: Preparing for Rural Special Education in the 21st Century, Charleston, SC, March 25-28, 1998. ERIC/CRESS ED 417900. Charlestown, WV. 6 p.

15
"Professional Development School Trade-offs in Teacher Preparation and Renewal." Judith H. Sandholtz and Shannon H. Dadlez. *Teacher Education Quarterly,* Vol. 27(1), Winter 2000. pp. 7-27.

A study examines the effectiveness of a professional development school program (pds) at the secondary level. It reveals that the PDS student teachers had a more authentic student teaching experience than those who graduated from more traditional teacher training programs.

16
"Teacher Training in Family Involvement: An Interpersonal Approach." Mick Coleman and Charlotte R. Wallinga. *Childhood Education,* Vol. 76(2), Winter 1999-2000. pp. 76-81.

The writer describes strategies that help student teachers at the University of Georgia facilitate family-school relationships, emphasizing reflective analysis. The students learn about empowering families by recognizing their cultural backgrounds and supporting the vulnerable.

17
"Teaching Intolerance: Anti-Catholic Bias in Voucher-supported Schools." Frances R.A. Paterson. *The Educational Forum*, Vol. 64(2), Winter 2000. pp. 139-49.

School choice advocates have been successful in encouraging the privatization of U.S. education. Religious schools are often included in school voucher programs. While for the most part religious schools teach their students similar curricula to those in public schools, many of their curriculum and textbooks contain material that would be offensive to large segments of the population. The author suggests the need to examine the issues involving the separation of church and state.

DISTANCE EDUCATION

1
"Computer-based Distance Education: Why and Why Not." Stephen R. Barley. *The Education Digest*, Vol. 65(2), October 1999. pp. 55-9.

This article is condensed from a special publication of the U.S. Department of Education, Office of Education Research and Improvement. Although computer-based training and distance learning offer considerable promise, there are embedded practices and possible side effects which may lead to undesirable outcomes. These are issues that need to be addressed before the future of distance education can be assessed realistically.

2
"Distance Education and Special Education: Promises, Practices, and Potential Pitfalls." Fred Spooner, Melba Spooner, and Robert Algozzini. *Teacher Education and Special Education*, Vol. 21(2), Spring 1998. pp. 121-31.

An overview of the practices, promises, and pitfalls associated with distance learning, an effort to inform special education professionals regarding an increasingly popular training alternative.

3
"Distant But Not Out of Touch: What Makes an Effective Distance Learning Instructor?" Barbara K. McKenzie and M.D. Roblyer. *Learning and Leading with Technology*, Vol. 27(6), March 2000. pp. 50-53.

Fundamental teaching skills are most important whether they are used in distance or traditional setting. Nevertheless, studies have provided insight into the types of competencies that are needed in the professional development of new distance instructors.

4
"Expanding the Curriculum With Distance Learning." Raymond Ravaglia and Richard Sommer. *Principal*, Vol. 79(3), January 2000. pp. 10-13.

While distance learning enables schools to extend course offerings and reach home-bound students, two fundamental questions need to be asked: who is providing the course, and what type of supportive technology is used.

5
"Interactive Instructional Television: Education for Rural Areas." Judy Anagal and others. In: *Rural Goals 2000: Building Programs That Work*. American Council on Rural Special Education, 1996. 7 p. ERIC No.: ED394778.

Special education teachers from the Kayenta Unified School District in a federally funded partnership with Northern Arizona University participated in two interactive instructional television courses during a two-semester program. The system included two-way video and audio, open microphones, and on-site operator. A survey of students indicated advantages and disadvantages of the project.

6
"Is Choice Important in Distance Learning? A Study of Student Motives for Taking Internet-based Courses at the High School and Community College Levels." M.D. Roblyer. *Journal of Research on Computing in Education* Vol. 32(1), Fall 1999. pp. 157-71.

Replacing traditional courses with Distance Learning systems needs to be seriously considered. Study shows that there are differences in the choice students make between online and traditional course formats. For some students, control over pace and timing of

learning is more important; for others, interaction with students and instructor was paramount.

7
"Targeting Rural Students with Distance Learning Courses: A Comparative Study of Determinant Attributes and Satisfaction Levels." Melodie R. Phillips and Mary Jane Peters. *Journal of Education for Business*, Vol. 74(6), July/Aug. 1999. pp. 351-6.

Two contrasting groups of students in distance learning programs were studied; one group on campus, the other group off-campus students in a rural area. Results show that instructor accessibility of the instructor and satisfaction levels did not vary significantly across student segments.

FUNDING FOR RURAL EDUCATION

Included in this listing are journal articles, ERIC documents, educational grant guides and a list of private and public assistance programs offering assistance to elementary and secondary schools. Assistance includes project grants, contracts and fellowships.

Bibliography

1
"Financing Facilities in Rural School Districts." Mary F. Hughes. Paper presented at the Conference on Rural School Facilities, Kansas City, MO, May 1-2, 1998. Charlestown, WV: ERIC/CRESS. ED429427. 34 p.

This paper addresses how rural school facilities are financed, arguing that educational quality should not rely on the wealth of the local community. She presents a mini study of funding in Arkansas as well as an overview of school facilities funding in the United States.

2
"Rural School Funding Inequities: An Analysis of Legal, Political, and Fiscal Issues." John Dayton. *Journal of Research in Rural Education*, Vol. 14(3), Winter 1998, pp. 142-148.

There has been a long history of funding inequities for rural schools. Courts have been reluctant to intervene in school funding. But if the fiscal status of rural schools continues to go downhill, litigation is likely to escalate as the only option for obtaining relief. After all, the state's constitutional duty is to provide educational opportunity for all of the state's children.

3
State Programs for Funding Teacher Professional Development. James G. Ward, Edward P. St. John, and Sabrina W.M. Laine. Oak Brook, IL: North Central Regional Educational Laboratory, August 1999. 17 p.

This study, stemming from a meeting on educational policy issues, focuses on teacher professional development. How do the various states fund teacher professional development, what is the proper level of funding, what should be the mix of state and local funds? States may want to gain back control of teacher training lost to universities, but there remains the questions of how, why, and when. State policy might require mandates for directed programs, or it might offer incentives, rewards and favors for desired behavior. Thought needs to be given to the intended/unintended consequences of such public policy.

Educational Grant Guides

1
Distance Learning Funding Sourcebook, 4th ed. Arlene Krebs. Kendall/Hunt Publishing Company, 1998. 450 p. http://www.technogrants.com/order.htm

Offers research on grants for telecommunications, multimedia, curricular development, and teacher training. Includes Corporate Giving Programs, Foundations, Federal Government, and telecommunication companies.

2
Funding Sources for Community Education and Schools. Compiled by Susan Burk. Fairfax, VA: National Community Education Association, 1999. (Notebook binder)

Summaries of almost 100 federal grants. Each grant is cross-indexed by program name and type, federal agency, and target audience,

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making it easier to find programs which fit fundraising goals.

3
Grants for Elementary and Secondary Education. New York, NY: Foundation Center, 1999. 318 p.

This customized guide lists hundreds of educationally awarded grants of $10,000 or more. An index is included to help you locate possible sources of funding by: 1) type of organization funded by grantor; 2) subject focus of the grants; and 3) geographic area in which foundation has awarded grant projects.

4
National Guide to Funding for Children, Youth, & Families, 5th ed. James E. Baumgartner, ed. New York, NY: Foundation Center, 1999. 1,664 p.

This new edition is a well researched guide for the most current fundraising and nonprofit development resources available. It includes over 5,100 national and local grantmakers, more than 19,100 descriptions of recent grants and up-to-date facts on each funder's interest.

5
National Guide to Funding for Elementary and Secondary Education, 5th ed. James E. Baumgartner, ed. New York, NY: Foundation Center, 1999. 725 p.

The newest edition of this volume contains essential information on more than 3,300 foundations and corporate giving programs, each known for granting awards to elementary and secondary educational institutions. This convenient volume will save you precious time because of the carefully constructed list of grantmakers interested in your subject field. This guide provides important data such as addresses, financial data, application procedures, contact names and key officials. Includes descriptions of recently awarded grants from a wide range of organizations such as small schools, national research institutions, bilingual programs, cooperative community education, dropout prevention, gifted programs and much more.

6
Promising Initiatives To Improve Education In Your Community: A Guide to Selected U.S. Department of Education Grant Programs and Funding Opportunities. Washington, DC: U.S. Department of Education, 2000. 35 p.
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Funding Resources

1
Catalog of Federal Domestic Assistance
U.S. General Services Administration
Federal Domestic Assistance Catalog Staff
300 7th St., SW
Reporters Bldg., Room 101
Washington, DC 20407
202-708-5126
800-669-8331
http://www.cfda.gov

The Federal Assistance Programs Retrieval System (FAPRS) is an online, menu-driven system which offers complete text searching of the Catalog of Federal Domestic Assistance. The Catalog contains information about all federal domestic programs including federal grants, loans, insurance, and training programs. Indexed by subject, function, and agency, information is available on eligibility, application procedures, selection criteria, and deadlines

2
The Foundation Center
79 Fifth Ave./16th St.
New York, NY 10003

800-424-9836
212-620-4230
FAX: 212-807-3677
http://fdncenter.org

The Foundation Center provides up-to-date information on foundation and corporate giving through its library services program. Its national collections are located in Washington, DC and New York, NY. At both locations, grantseekers have free access to core Center publications plus a wide range of books, periodicals, and research documents relating to foundations and philanthropy. The Center also provides computer access to the latest foundation grant information through the FOUNDATION DIRECTORY and the FOUNDATION GRANTS INDEX, its databases on DIALOG.

3
Funding Sources for Community Education and Schools. Susan Burk, ed. Fairfax, VA: National Community Education Association, 1999. 135 p.
703-359-8973
FAX: 703-359-0972
E-mail: ncea@ncea.com
http://www.ncea.com

Gives specific federal government funding programs within broad subject categories, accessible by the Index by Agency in the back of the book. Format is a tabbed 3-ring notebook, due to be updated this year.

4
The GRANTS Database
The Oryx Press
4041 North Central, Ste. 700
Phoenix, AZ 85012-3397
602-265-2651
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The GRANTS Database is available from DIALOG on compact disk on a subscription basis and online for a fee. The Oryx Press produces and maintains this database that profiles grant and funding programs for major disciplines and subject areas offered by foundation, private, local, federal, and international sources. Each entry includes the program name, sponsor, program description, requirements, grant amount, application deadline, renewal information, contact address and telephone number. The Database corresponds to the following print publications:
Directory of Grants in the Humanities, Directory of Research Grants, and the Directory of Biomedical and Health Care Grants.

5
The Grantsmanship Center
1125 W. Sixth St., Fifth Fl.
Los Angeles, CA 90017
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The Grantsmanship Center offers courses in grantsmanship, fundraising, program management, and grant proposal writing. The Center also publishes the Whole Nonprofit Catalog which includes articles on nonprofit organizations as well as listings of recent publications on both nonprofit and corporate philanthropy. The Catalog is available free to staff of nonprofit and government agencies.

6
The Taft Group
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The Taft Group publishes reference works on the philanthropic activities of wealthy individuals, corporations, and foundations. The firm maintains a database of detailed information on these subjects and publishes more than 20 directories and newsletters for nonprofit organizations, professional

fundraisers, and researchers. Many Taft Group publications are available on diskette or magnetic tape. Customized versions of these electronic formats also are available for some publications. Electronic databases are available for internal data processing and retrieval and non-publishing purposes only.

PARTNERSHIPS IN SCHOOLS

Efforts to include parents, teachers, administrators and citizens of the community in a student's education have shown to be educationally and socially beneficial. Schools and industry also have developed mutually advantageous relationships. The building of close ties between schools, town organizations and universities has brought about a sense of dedication and fostered the necessary communication between higher education and K-12 schools. Collaboration means sharing and commitment on the part of parents, teachers and school leaders, who can guide students to achieve academic success and assist in their future prospects as adults.

1
Building School-to-Work Systems in Rural America. Hobart Harmon. ERIC DIGEST, Digest EDO-RC-97-7. Charleston, WV: ERIC/CRESS, Appalachia Educational Laboratory, April, 1998. 5 p.

Local school-to-work partnerships have an important opportunity to connect rural students, school, and teachers with their communities. Partnerships are more likely to succeed if they involve the community to set goals, use the community as a learning laboratory, engage students in meaningful service-learning activities, create school-based enterprises, practice community-based career guidance, and embrace parents as equal partners.

2
Finding Their Own Place: Youth from Three Small Rural Communities Take Part in Instructive School-to-Work Experiences. Bruce A. Miller and Karen J. Hahn. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools, 1997. 114 p.

Challenges common beliefs about the lack of opportunity for rural youth to participate in instructive school-to-work experiences in rural communities. The author describes how school, community members, and policy makers worked together to make it work.

3
"Partnering With Homeschoolers: Part-time Education in Public Schools." Vicki Caruana. *Educational Leadership*, Vol. 57(1), September 1999. pp. 58-60.

Public schools need to help students who are home-schooled to make the transition into the public school classroom when these students attend public schools on a part-time basis. Teacher and parents each have a role to play, and the students from each group can learn from one another.

4
"Partnerships on a Collaborative Continuum." Paula K. Greene and Mercedes S. Tichenor. *Contemporary Education*, Vol. 70(4), Summer 1999. 6 p.

The premise of developing any type of partnership is to improve learning of children and the education of teachers. This article examines the elements make up an effective partnership.

5
"School and Workplace Initiatives and Other Factors That Assist and Support the Successful School-to-Work Transition of Minority Youth." *Journal of Industrial Teacher Education*, Vol. 37(2), Winter 2000. pp 5-30.

It was found that a large number of initiatives exist to help minority youth make a successful transition to the workplace. This study identifies the these initiatives and the criteria for

identifying sensitive workplaces.

6
"When Rural Reality Goes Virtual." Dilshad D. Husain. *Techniques*, Vol. 73(6) September 1998. pp. 26-28.

A rural high school formed a partnership with a university, a supercomputer center, and a high-tech company, in order to use virtual reality technology for career exploration. The partnership used a computer system and video desktop conferencing to simulate assembly of products, travel through the company's new facilities, and view presentations of various employees from the company. Information on the computer system used is provided.

SPECIAL NEEDS

Found in this listing are digests, journal articles, books, and ERIC Documents with information on teaching in a multicultural classroom, and teaching students who are physically or emotionally challenged, including the gifted. There are more and more children of diverse cultural and language backgrounds entering both urban and rural schools. We need to find the best ways to educate them in our schools.

Cultural Diversity

1
"The Barriers of Diversity: Multicultural Education & Rural Schools. Frederick L. Yeo. *Multicultural Education*, Vol. 7(1), Fall 1999. pp. 2-7.

There is a background of resistance and misunderstanding when it comes to introducing multicultural perspectives in rural schools. Seven propositions for introducing multicultural education into rural schools are provided.

2
Education and the American Indian: The Road to Self-Determination since 1928. Margaret Connell Szasz. Albuquerque: University of New Mexico Press, 1999. 343 p.

Revised edition of the 1974 book that studies federal Indian education policy. Updated material analyzes the policies that affected Indian education in the 1980s and 1990s. Includes appendices, bibliography, photographs, and an index.

3
Iroquois Corn in a Culture-Based Curriculum: A Framework for Respectfully Teaching About Cultures. Carol Cornelius. Ithaca, NY: State University of New York Press, 1999. 311 p.

Examines a method to research and develop curricula for respecting cultural diversity. By using the Iroquois culture as an example, the book explores the stereotypes associated with their culture and a case study that incorporated corn as the central unifying theme.

4
Multicultural Education: Issues and Perspectives. 3rd ed. James A. Banks and Cherry A. McGee Banks. Bothell, Washington: University of Washington, 1997. 446 p.

Offers a comprehensive view of multicultural education designed to help teachers address the needs of students from various social classes, religions, ethnic and cultural groups, and of both genders. This new edition includes five new chapters and seven new authors; a *Multicultural Resources Appendix* provides a comprehensive list of titles.

5
Multicultural Issues in Outdoor Education. Nina S. Roberts and Donald A. Rodriguez. ERIC DIGEST, Digest EDO-RC-99-6. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools. December 1999. 5 p.

Defines multicultural education and explores the current multicultural trends that occur in outdoor education. Offers strategies that can be incorporated to improve awareness of cultural and ethnic diversity in existing outdoor programs.

6
Next Steps: Research and Practice to Advance Indian Education. Kasren Gayton Swisher and John W. Tippeconnic III, editors. Charleston, WV: ERIC Clearinghouse on Rural Education

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and Small Schools. 1999. 317 p.

Written entirely by native authors, this book presents critical issues occurring in the education of American Indian and Alaska Native students. To be used a resource in teacher education programs, it offers research to support the argument to improve current practices.

7
"Preparing Teachers For Diversity In Rural America." Julie A. Dinsmore and Robyn S. Hess. *Rural Educator*, Vol. 20(3), Spring 1999. pp. 19-24.

About 39% of 532 preservice teachers from Nebraska colleges felt that their multicultural preparation was inadequate. Contains 26 references.

8
"Reaching Out: Best Practices for Educating Mexican-Origin Children and Youth." Harriett D. Romo. Charleston, WV: ERIC/CRESS. 1999. 237 p.

School systems are not serving Latino students well. This article examines difficulties encountered by Mexican-origin students--one of the fastest growing minority groups--and describes why schools differ in student outcome. The focus of the book is on positive changes that staff, families, community, and students can make. Chapter 7 describes organizations and programs that provide resources. Has references and an index.

9
"Responding to Undocumented Children in the Schools." Susan C. Morse and Frank S. Ludovina. ERIC DIGEST, Digest EDO-RC-99-1. Charleston, WV: ERIC/CRESS. September 1999. 5 p.

Explores the treatment of undocumented students in schools and explains the Plyler vs. Doe ruling that these children have the right to a free public education. Offers various practices that schools can implement to help the children adjust to their new environment.

10
"Teaching American Indian and Alaskan Native Languages in the Schools: What Has Been Learned." Thomas D. Peacock and Donald R. Day. ERIC DIGEST, Digest EDO-RC-99-10. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools. December 1999. 5 p.

Summarizes the current obstacles to teaching native languages. Provides descriptions of successful language programs.

11
"Teaching Culture Conscious Diversity Strategies for Rural Schools." *Rural Educator*, Vol. 20(3), Spring 1999.

Provides an overview of cultural issues in rural schools serving Native American students, using an Easter-Cherokee school as an example, culture and democratic values, Indian cultural influences on education, and teacher sensitivity. Educational strategies for rural Indian communities and curriculum are recommended.

At-Risk Student

1
"Alternative Education Support for Youth At-Risk." Gilbert Guerin and Louis G. Denti. *The Clearing House*, Vol. 73(2), November/December 1999. pp. 76-8.

Presents an overview of research and programs that address the needs of at-risk students in alternative education settings. Many of these students exhibit learning and behavioral problems, and have suffered neglect or abuse. They may be clustered together in alternative high school programs, children's shelters, community schools for suspended students,

court school and ranches, and state detention facilities.

2
"An Alternative School Collaboration Model. Wood County Alternative School Program, Ohio." Brenda R. Kallio and Eugene T.W. Sanders. *American Secondary Education*, Vol. 28(2) Winter 1999. pp. 27-36.

An evaluation of an Alternative School Program, which aims to private an alternative learning environment for expelled students and at the same time provide the basis for earning academic credits. Small class size and individualized instruction were positive attributes, but there appeared to be no program structure to help these students when they returned to the home school.

3
"Considerations in the Design of Alternative Schools." Daniel L. Duke and Jacqueline M. Griesdorn. *The Clearing House*, Vol. 73(2) November/December 1999. pp. 89-92.

Part of a special section on alternative education and at-risk students. Considerations in the development or improvement of alternative schools include whether a school system needs more than one, criteria for judging effectiveness, how they should be organized and staffed, and whether the alternative school should be a permanent placement for the student.

4
Education and Development in Poor Rural Communities: An Interdisciplinary Research Agenda. Carolyn S. Carter. ERIC DIGEST, Digest EDO-RC-99-9. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools. December 1999. 5 p.

Poverty continues to put large numbers of students at risk of school failure. This publication provides information on rural persistent poverty (RPP) counties and research agendas to revitalize their communities. The research recommendations are divided into three categories: 1) Capacity Building; 2) Policy; and 3) Education and interdisciplinary approaches. Emphasizes local leadership and community involvement.

5
"Enhancing Literacy of an At-risk Group: A Reading Incentive Program for Teen Parents and Their Babies." Mercedes S. Tichenor, Anna Maria Bock, and Mary Ann Sumner. *Teaching Improvement*, Vol. 36(3), Fall 1999. pp. 134-42.

Based on the conclusion that the most important activity for developing literacy is reading aloud, a project was designed to get teen parents excited about reading to their children. The goal of the project was to promote reading and literacy amount 80 teens and their children who were enrolled in a teen parent drop-out prevention program.

6
Homeless Children: Addressing the Challenge in Rural Schools. Yvonne M. Vissing. ERIC DIGEST, Digest EDO-RC-98-1. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools. November 1998. 6 p.

Presents rural homeless demographics and stresses the prevalence of families, not single adults, that are homeless. Discusses the difficulties of enrolling homeless children and maintaining their attendance to adhere to the school's policies. Proposes that schools should have resources available to personnel and work in conjunction with local governments to address homelessness.

7
"Improving Home-school Collaboration With Disadvantaged Families: Organizational Principles, Perspectives, and Approaches." Linda M. Raffaele and Howard M. Knoff. *The*

School Psychology Review, Vol. 28(3), 1999. pp. 448-66.

Home-school collaboration is especially important for children whose backgrounds include risk factors such as poverty, limited parental education, dysfunctional families, and cultural gaps between home and school. It is suggested that schools can improve home-school collaboration through strategic planning for a five-phase plan, with a role for the school psychologist.

8
"Resiliency: A Key Element For Supporting Youth At Risk." *The Clearing House*, Vol. 73(2). November/December 1999. P. 121-3.

Many students do not feel important in large, standardized schools. Fostering resiliency means developing and supporting schools where each student is known by adults, is supported to achieve at a high level, and is aware that she or he is a valued member of the school community. There are ways to help students stay connected to their school.

9
Responding to Undocumented Children in the Schools. Susan C. Morse and Frank S. Ludovina. ERIC DIGEST, Digest EDO-RC-99-1. Charleston, WV: ERIC CRESS. September 1999. 5 p.

Explores the treatment of undocumented students in schools and explains the *Plyler vs. Doe* ruling that these children have the right to a free public education. Offers various practices that schools can implement to help the children adjust to their new environment.

10
Rural African Americans and Education: The Legacy of the Brown Decision. Patricia S. Kusimo. ERIC DIGEST, Digest EDO-RC-98-4. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools. January 1999. 5p.

Argues that after the Brown decision desegregating school in 1954, rural African Americans have not benefitted from the intended educational opportunities. Presents examples and statistics to support argument. Provides suggestions to assist rural educators to help improve the futures of the students.

11
Worlds Apart: Why Poverty Persists in Rural America. Cynthia M. Duncan. New Haven: Yale University Press, 1999. 252 p.

Examines two towns in a persistent state of poverty: Appalachia and the Mississippi Delta. Contrasts these towns with a flourishing, remote mill town in New England. Using interviews and census data, the book discusses aspects of poverty, politics, and community change. A final chapter points out that everyone who escaped poverty had finished high school, and everyone who finished high school and went to college left poverty.

Special Education

1
"Assessing LEP Migrant Students for Special Education Services." Jose Lozano-Rodriguez and Jaime A. Castellano. ERIC DIGEST, Digest EDO-RC-98-10. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools. December 1999. 4 p.

This digest describes the obligations of schools to provide needed special education services in a timely manner. Recommended: (a) migrant children should be referred for special education services when needed, (2) assessment and placement must be done quickly, (3) cultural and linguistic difference must be considered, (4) trust must be established with parents to gain cooperation in transferring documents to the next school, and (5) interagency communication and cooperation are essential.

2
"Defying the Stereotypes of Special Education: Homeschool Students." Jacque Ensign. Paper presented at the Annual Meeting of the American Educational Research Association. San Diego, CA: April 14, 1998. 9 p. ERIC Doc. No. ED374150.

This paper contrasts the effectiveness of home schooling with that of special education students in the regular education system. Both gifted and those with learning disabilities were included. It was found that parents focused on following student interests, providing a stimulating academic and social environment. For both gifted and those with learning disabilities, educational philosophies emphasized: a focus on the whole child rather than on the disability or giftedness; individualized attention; care, patience and respect for the child. 22 references are included.

3
"Home Schooling and Students in Special Education: Sorting Out the Options for Parents." *Preventing School Failure*, Vol. 43(2), Winter 1999. P;. 57-63.

Guidelines and models for parents wishing to home school their children with special needs are presented. Also provides information on home schooling with the use of a special education consultant. Other models include home schooling through Almaden Valley Christian School in California, Home School Legal Defense Association, and home schooling with guidance from the Des Moines Public Home Instruction Program.

4
"Preparing Special Education Personnel for Rural Schools: Current Practices and Future Directions." Barbara L. Ludlow. *Journal of Research in Rural Education*, Vol.14(2), Fall 1998, pp. 57-75.

Preparing special educators and related specialists to work with children with special needs is one of the most pressing issues in education today. Rural schools in particular will continue to have problems in recruiting, training, retaining, and retraining special education and personnel. Nevertheless, many exciting trends, such as collaboration of state agencies, schools and colleges in the design and delivery of inservice training programs, use of emerging technologies to enhance quality of training, and refocusing program content, are taking place. These trends have important implications for rural schools.

5
"Rural Hispanic Children and Giftedness." *Rural Special Education for the New Millennium*. Conference Proceedings of the American Council on Rural Special Education. Charleston, WV: ERIC CRESS. September 1999. 5 p.

There are problems related to identification of gifted Hispanic children in rural areas. Three major types of educational adaptations are suggested: counseling to help students caught between conflicting cultures, building self-knowledge, and developing meaningful curriculum adaptations. Six suggestions to help those working with culturally diverse gifted learners.

6
"Rural Perspectives on Special Education in Transition: Public Law 105-17, Amendments to the Individuals with Disabilities Education Act of 1997." Terry R. Berkeley. *Journal of Research in Rural Education*, Vol. 14(3), Winter, 1998. pp.154-160.

Changes in Public Law 94-142 are geared to the learning and achievement of students with disabilities; for rural schools, changes are examined from the view of efficiency and the rural contexts of culture, land, and community. Citizens in rural communities want to "see" the results of their investment in special education.

7
"Special Education: Challenges for Rural School Systems." A. James Artesani and David W. Brown. *Special Education: Challenges for Rural School Systems*, Vol. 14(2), Fall 1998. pp. 116-124.

This article describes how a rural school in Maine completed a review and in-depth analysis of its special education services. It was discovered that decisions at all levels were being made without adequate information or clearly defined guiding procedures and policies. It is suggested that other educators and school districts facing similar issues may want to use this review as a guide.

8
"Special Education in Rural Communities." A. J. Artesani, Ed. *Journal of Research in Rural Education*, Special issue, Vol. 4 (2), Fall 1998, 135 p. NAL Call No.: LC5146.R47

This issue covers articles dealing with different aspects, by different authors, on the subject of special education in rural areas.

TECHNOLOGY

1
"Collaborative Instruction Over Interactive Television: the Agony and the Ecstasy." J. Artesani, V. Smith, and D. Goessling. *Rural Special Education* , Vol. 17(1), Winter 1998. p. 3.

Technological advances have increased the availability of graduate education to students living in remote areas. Described are three innovative practices instituted to enhance graduate courses through interactive television: collaborative planning and teaching over interactive television, (2) combining two courses with similar content into one broadcast time slot, and (3) incorporating on-campus Saturday meetings into distance education courses. Follow-up comments of participants are addressed.

2
The National Information Infrastructure: Keeping Rural Values and Purposes in Mind. Craig Howley and Bruce Barker. ERIC DIGEST, EDO-RC-97-4, December 1997. 5 p.

Explores the effect of integrating computers in rural schools. Offers four suggestions to play for the successful acquisition of resources: 1) Recycle; 2) Plan - Keep systems flexible; 3) Stay on track - Keep goals; and 4) Tap into the Community.

3
"Rural Schools and the Internet: Providing an "On/Off Ramp" to the Information Superhighway of the 21st Century." Bruce O. Barker and others. *Rural Research Report,* Vol. 6(4), Winter 1994-95. 10 p.

This article addresses the development of computer networks in Illinois schools as a positive educational trend. The Internet provides students and teachers with access to the following: (1) networking through worldwide electronic mail and distribution lists; (2) numerous databases and electronic bulletin boards through which users can exchange information; (3) collaborative investigation of problems and issues and ability to share products across geographic and political boundaries; and (4) resources ranging from curricula to the best classroom activities. Students in even the smallest schools may have the same opportunities as those in larger schools. This article discusses equipment needs and costs of using the Internet.

4
"A Survey of Factors Which Influence Teachers' Use of Computer-based Technology." *International Journal of Instructional Media,* Vol. 26(3), 1999. pp. 253-66.

This is a study of factors which influence teachers' use of computer-based technology. A survey was conducted of K-12 teachers in two rural county school systems.

5
"Technology: a Major Catalyst For Increasing Learning." Jody C. Isernhagen. *T.H.E Journal,* Vol. 27)1), August 1999. p.30.

Students in grades 1-3 in a rural Nebraska school started using an integrated learning system. A study showed that the teachers and the students increased their use of technology in math and reading over a 3-year period, and that reading and math scores increased. Recommendations are presented.

6
"The Use of the Internet by Math and Science Teachers: A Report on Five Rural Telecommunications Projects." John M. Rogan,

Comp. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA, April 18-22, 1995. 43 p. ERIC Doc. No.: ED384509.

The results of five projects using telecommunications and the Internet to foster the renewal of math and science education in rural education are discussed. There were three positive themes: exhilarating experiences of having access to unlimited information, overcoming isolation, and a sense of excitement and renewal. Frustrations and barriers are discussed.

7
"Using Cutting Edge Technology to Prepare Teachers To Work With Children and Youth Who Have Emotional/Behavioral Disorders." Suzanne M. Martin and Wilfred D. Wienke. *Education and Treatment of Children*, Vol. 21(3), August 1998. pp. 385-95.

Describes an intensive, one year graduate program that uses video laser disc/computer technology combined with practice experience for general education teachers planning to work with children and youth who experience emotional and behavioral disorders. The federally funded graduate program takes place at the West Virginia University.

JOURNALS

It is often essential to have access to literature written by professional educators, administrators, and others dedicated to educating students. These periodicals represent some of the best sources for anyone interested in student education, including up-to-date phone, fax, E-mail, and Web site listings, as available, for more information about each publication.

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230 Education Bldg.
Colorado State University
Fort Collins, CO 80523-0001
970-491-7022
FAX: 970-491-1317
http://nrea.colostate.edu/RuralEducator/

Rural Sociology
Rural Sociological Society
Department of Sociology
510 Arntzen Hall
Western Washington University
Bellingham, WA 98225-9081
360-650-7571
FAX: 360-650-7295
E-mail: ruralsoc@cc.wwu.edu
http://RuralSociology.org/journal/index.html

Rural Special Education Quarterly
American Council on Rural Special Education
Kansas State University
2323 Anderson Avenue, Suite 226
Manhattan, KS 66502-2912
785-532-2737
FAX: 785-532-7732
E-mail: acres@ksu.edu
http://www.ksu.edu/acres/pub.html

OTHER RESOURCES /ORGANIZATIONS

This current listing is divided into organizations interested in rural education, educational equality and regional educational laboratories. These helpful contacts provide current information on a variety of related topics. Included are agencies and organizations at the national, federal, and regional levels.

Agency for Instructional Technology
P.O. Box A
1800 North Stonelake Dr.
Bloomington, IN 47402-0120
812-339-2203
800-457-4509
FAX: 812-333-4218
E-mail: ait@ait.inet
http://www.ait.net/

Association for Educational Communications and Technology
1800 N. Stonelake Dr., Suite 2
Bloomington, IN 47401
812-335-7675
877-677-AECT
FAX: 812-335-7678
E-mail: aect@aect.org
http://www.aect.org/

Association for Experiential Education
2305 Canyon Blvd., Suite 100
Boulder, CO 80302
303-440-8844
FAX: 303-440-9581
E-mail: info@aee.org
http://www.aee.org/l

Center for Applied Linguistics
4646 40th St. N.W.
Washington, DC 20016-1859
202-362-0700
FAX: 202-362-3740
E-mail: info@cal.org
http://www.cal.org/

Center For Rural Education and Small Schools
Kansas State University
College of Education
126 Bluemont Hall
1100 Mid-campus Dr.
Manhattan, KS 66506
785-532-5886
FAX: 785-532-7304
E-mail: barbhav@ksu.edu
http://www2.educ.ksu.edu/Organizations/Centers/CRESS/CRESSMenu.html

Council for Exceptional Children (CEC)
1920 Association Dr.
Reston, VA 20191-1589
703-620-3660
888-CEC-SPED
FAX: 703-264-9494
E-mail: cec@cec.sped.org
http://www.cec.sped.org

Creative Education Foundation
1050 Union Rd.
Buffalo, NY 14224
716-675-3181
800-447-2774
FAX: 716-675-3209
Email: cefhq@cef-cpsi.org
http://www.cef-cpsi.org/

Distance Learning Resource Network (DLRN)
(Star Schools Dissemination Project Funding)
Far West Laboratory for Educational Research and Development
730 Harrison St.
San Francisco, CA 94107
415-241-2737
800-662-4160
FAX: 415-241-1746
E-mail: lrognie@fwl.org

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http://www.westedrg/tie/dlrn/

Educational Research Service
2000 Clarendon Blvd.
Arlington, VA 22201
703-243-2100
800-791-9309
FAX: 703-243-1985
E-mail: ers@ers.org
http://www.ers.org/

ERIC/CRESS (Clearinghouse on Rural Education and Small Schools)
Appalachia Educational Laboratory
P.O. Box 1348
Charleston, WV 25325-1348
800-624-9120
FAX: 304-347-0487
E-mail: eric@ael.org
http://www.ael.org/eric

Institute for Distance Education
University of Maryland University College
3501 University Blvd. E.
Adelphi, MD 20783
301-985-7777
FAX: 301-985-7845
E-mail: ide@info.umuc.edu
http://www.umuc.edu/ide/

Megaskills Education Center
Home and School Institute, Inc.
Harriet Stonehill, Director
1500 Massachusetts Ave., NW
Washington, DC 20005
202-466-3633
FAX: 202-833-1400
E-mail: hsidra@erols.com
http://www.megaskillshsi.org

Minnesota Rural Education Association
700 Cedar St., Suite 208
Alexandria, MN 56308-1764
320-762-6574
FAX: 320-762-2854
E-mail: office@mnrea.org
http://www.mnrea.org/

National Association for Multicultural Education
733 15th St. N.W., Suite 430
Washington, DC 20005
202-628-6263
FAX: 202-628-6264
E-mail: nameorg@erols.com
http://www.inform.umd.edu/name/index.html

National Association of PARTNERS IN EDUCATION
901 North Pitt St., Suite 320
Alexandria, VA 22314
703-836-4880
FAX: 703-836-6941
E-mail: napehq@napehq.org
http://www.napehq.org/

National Center for Learning Disabilities
381 Park Ave. S., Suite 1401
New York, NY 10017
212-545-7510
888-575-7373
FAX: 212-545-9665
http://www.ncld.org/

National Coalition for Sex Equity in Education (NCSEE)
P.O. Box 534
Annandale, NJ 08801-0534
908-735-5045
FAX: 908-735-9674
http://www.ncsee.org/

National Coalition of Advocates for Students
100 Boylston St., Suite 737
Boston, MA 02116
617-357-8507
E-mail: ncasmfe@mindspring.com
http://www.ncas1.org/

National Dropout Prevention Center/Network
Clemson University
209 Martin St.
Clemson, SC 29631-1555
864-656-2599

FAX: 864-656-0136
E-mail: ndpc@clemson.edu
http://www.dropoutprevention.org/

National Future Farmers of America (FFA)
1410 King St., Suite 400
Alexandria, VA 22314
703-838-5889
800-772-0939
FAX: 703-838-5888
http://www.ffa.org/

National Information Center for Educational Media
P.O. Box 8640
Albuquerque, NM 87198-8640
505-998-0800
800-926-8328
FAX: 505-998-3372
E-mail: nicemnet@nicem.com
http://www.nicem.com

National Reading Conference
11 East Hubbard St., suite 5A
Chicago, IL 60611
312-431-0013
FAX: 312-431-8697
E-mail: nrc@smtp.bmai.com
http://www.oakland.edu/~mceneane/nrc/

National Rural Education Association (NREA)
230 Education Bldg.
Colorado State University
Fort Collins, CO 80523-1588
contact: Joseph T. Newlin
970-491-7022
FAX: 970-491-1317
E-mail: jnewlin@lamar.colostate.edu
http://aelvis.ael.org/eric/ruraled/rured054.htm

National School-To-Work Learning and Information Center
400 Virginia Ave. SW
Washington, DC 20024
800-251-7236
FAX: 202-488-7395
E-mail: stw-lc@ed.gov
http://www.stw.ed.gov/

Reading is Fundamental
1825 Connecticut Ave. NW, Suite 400
Washington, DC 20009
Ruth P. Graves, Pres.
202-287-3220
877-RIF-READ
http://www.rif.org/home.html

REAL Enterprises
115 Market St., Suite 320
Durham, NC 27701-3221
919-688-7325
FAX: 919-682-7621
E–mail: ricklarson@mindspring.com
http://www.gareal.org/REALcontact.htm

The Rural School and Community Trust
National Office
808 17th St., NW, Suite 220
Washington, DC 20006
202-955-7177
FAX: 202-955-7179

United States Distance Learning Association
P.O. Box 376
Watertown, MA 02471-0376
800-275-5162
FAX: 781-453-2533
http://www.usdla.org/

U.S. Charter Schools
WestEd
730 Harrison St.
San Francisco, CA 94107
415-565-3024
FAX: 415-512-2024
E-mail: uscharterschools@wested.org
http://www.uscharterschools.org/

ORGANIZATIONS FOR EDUCATIONAL EQUALITY

EQUITY ASSISTANCE CENTERS

Interwest Equity Assistance Center
Colorado State University
110 Sixteenth Street, Suite 600
Denver, CO 80202
http://www.colostate.edu/programs/EAC/index.html
States served: CO, MT, ND, SD, UT, WY

The Metro Center
32 Washington Place, Room 72
New York, NY 10003
212-998-5100
FAX: 212-995-4199
http://www.nyu.edu/education/metrocenter/eac/eac.htm
States served: NJ, NY, PR, Virgin Islands

The Mid-Atlantic Equity Center
5454 Wisconsin Ave., Suite 655
Chevy Chase, MD 20815
301-657-7741
FAX: 301-657-8782
http://www.maec.org/
States served: DE, DC, MD, PA, VA, WV

Midwest Equity Assistance Center
Kansas State University
Bluemont Hall
Manhattan KS 66505
913-532-6408
FAX: 913-532-5548
http://mdac.educ.ksu.edu
States served: IA, KS, MO, NE

New England Desegregation Assistance Center
Brown University, 144 Wayland Avenue
Providence, RI 02926
401-351-7577
FAX: 401-421-7650
http://www.alliance.brown.edu/eac/
States served: CT, ME, MA, NH, RI, VT

Northwest Regional Education Laboratory
101 S.W. Main Street, Suite 500
Portland, OR 97204
503-275-9507
FAX: 503-275-9489
http://www.nwrel.org/cnorse/index.html
States served: AK, HI, ID, OR, WA, American Samoa, Guam, Northern Mariana Islands, Trust Territory of the Pacific

Programs for Educational Opportunity
University of Michigan
1005 School of Education
Ann Arbor, MI 48109
313-763-9910
FAX: 313-763-2137
http://umich.edu/~eqtynet
States served: IL, IN, MI, MN, OH, WI

South Central Collaborative for Equity (SCCE)
Intercultural Development Research Association
5835 Callahan, Suite 350
San Antonio, TX 78210
210-684-8180
FAX: 210-684-5389
http://www.idra.org/scce/default.htm
States served: AR, LA, NM, OK, TX

Southeastern Equity Center
8603 S. Dixie Hwy., Suite 304
Miami, FL 33143
305-669-0114
FAX: 305-669-9808
http://www.southeastequity.org
States served: AL, FL, GA, KY, MS, NC, SC, TN

WestEd Center for Educational Equity
4665 Lampson Avenue
Los Alamitos, CA 90720
562-598-7661
FAX: 562-985-9635
http://www.wested.org/deseg/welcome.html
States served: AZ, CA, NV

REGIONAL EDUCATIONAL LABORATORIES

Appalachia Educational Laboratory
Rural, Small Schools Program
P.O. Box 1348
Charleston, WV 25325-1348
304-347-0400
800-624-9120
FAX: 304-347-0487
http://www.ael.org/
States served: KY, TN, VA, WV

Laboratory for Student Success
Mid-Atlantic Regional Educational Laboratory
Urban Education
Temple University Center for Research in Human Development and Education
1301 Cecil B. Moore Ave.
Philadelphia, PA 10122
800-892-5550
FAX: 215-203-5130
http://www.temple.edu/lss/
States served: DC, DE, MD, NJ, PA

Mid-Continent Research for Education and Learning
Curriculum, Learning and Instruction
2550 S. Parker Rd., Ste 500
Aurora, CO 80014
303-337-0990
FAX: 303-337-3005
http://www.mcrel.org/
States served: CO, KS, MO, NE, ND, SD, WY

North Central Regional Educational Laboratory
Technology
1900 Spring Rd., Suite 300
Oak Brook, IL 60521-1480
630-571-4700
FAX: 630-571-4716
http://www.ncrel.org/
States served: IA, IL, IN, MIO, MN, OH, WI

Northeast and Islands Regional Educational Laboratory at Brown University
222 Richmond St., Suite 300
Providence, RI 02903
401-274-9548
800-521-9550
FAX: 401-421-7650
http://www.lab.brown.edu/
States served: CT, MA, ME, NH, NY, PR, RI, VI, VT

Northwest Regional Educational Laboratory
School Change Processes
101 SW Main St., Suite 500
Portland, OR 97204
503-275-9500
800-547-6339
FAX: 503-275-9489
http://www.nwrel.org/
States served: AK, ID, MT, OR, WA

Pacific Resources for Education & Learning
Language and Cultural Diversity
1099 Alakea St.
Honolulu, HI 96813-4513
808-441-1300
FAX: 808-441-1385
http://www.prel.org/
States served: AS, MP, FM, GU, HI, MH, PW

Southeast Regional Educational Laboratory
Early Childhood Education
P. O. Box 5367
Greensboro, NC 27435
336-334-3211
FAX: 336-334-3268
http://www.serve.org/
States served: AL, FL, GA, MS, NC, SC

Southwest Educational Development Laboratory
Language and Cultural Diversity
211 East Seventh St.
Austin, TX 78701
512-476-6861
FAX: 512-476-2286
http://www.sedl.org/

States served: AR, LA, NM, OK, TX

WestEd
Assessment and Accountability
730 Harrison St.
San Francisco, CA 94107
415-565-3000
FAX: 415-565-3012
http://www.wested.org/
States served: AZ, CA, NV, UT

REGIONAL TECHNOLOGY IN EDUCATION CONSORTIA

North Central Regional Technology in Education Consortium (NCRTEC)
North Central Regional Educational Library
1900 North Spring Road, Suite 300
Oak Brook, IL 60521-1480
630-571-4710
FAX: 630-218-4989
E-mail: ncrtec@ncrel.org
http://www.ncrtec.org

Northeast Regional Technology in Education Consortia (NetTech)
City University of New York
555 West 57th Street - 16th Floor
New York, NY 10019
212-541-0972
FAX: 212-541-0357
E-mail: blbbh@cunyvm.cuny.edu
http://www.nettech.org

Northwest Educational Technology Consortium (NETC)
101 S.W. Main Street, Suite 500
Portland, OR 97204-3297
503-275-0650
800-211-9435 (helpline)
FAX: 503-275-0449
E-mail: hanflins@nwrel.org
http://www.netc.org

Pacific and Southwest Regional Technology in Education Consortium (PSR*TEC)
Center for Language Minority Education and Research
California State University, Long Beach (CSULB)
1250 Bellflower Boulevard
Long Beach, CA 90840-2201
562-985-5806
FAX: 562-985-4528
E-mail: clmer@csulb.edu
http://psrtec.clmer.csulb.edu

South Central Regional Technology in Education Consortium (SCR*TEC)
University of Kansas
Dole Building, Suite 3090
Lawrence, KS 66045
785-864-0699
888-TEC-2001
FAX: 785-864-0704
E-mail: info@scrtec.org
http://scrtec.org

Southeast and Islands Regional Technology in Education Consortium (SEIR*TEC)
SEIR*TEC/SERVE, Inc.
3333 Chapel Hill Boulevard, Suite C-102
Durham, NC 27707
919-402-1060
800-755-3277
FAX: 919-402-1617
E-mail: seirtec@serve.org
http://www.seirtec.org

OERI R*TEC Contact
U.S. Department of Education
Office of Educational Research and Improvement
555 New Jersey Avenue, NW, Room 502-h
Washington, DC 20208-5644
202-219-1739
E-mail: Enid_Simmons@ed.gov

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Ariel IP address: ariel.nal.usda.gov
E-mail: lending@nal.usda.gov

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